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ABSTRACT

A discussion of the transfer of first language (L1) skills to second language (L2) learning focuses on the development of this transfer in second language reading instruction. A program integrating L1 and L2 study skills is outlined. First, the common components of the L1 syllabus are examined, including reading strategies, language-universal reading skills, and language-specific reading skills. Issues of the degree of L1 reading skill transferability and the linguistic threshold for transfer are addressed, drawing on research in the field. Attention is given to the relationship between language-specific reading skills and the realization of universal reading skills. It is proposed that any program integrating L1 and L2 reading skills be developed cooperatively by reading specialists in both languages to ascertain the macro-strategies underlying each language's specific reading skills. The program described consists of two autonomous but integrated study skill syllabuses, one taught in each language. In the lower grades, learning strategies applicable to reading are introduced with other learning strategies. In early middle grades, formal L2 instruction and language-specific reading skills are introduced. From the earliest stages of L2 acquisition, basic reading strategies are readily transferred. Benefits of this approach are seen to extend into content-area learning. (MSE)

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Towards an Integrated Program of L_1 - L_2 Study Skills

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Running Head: L_1-L_2 Study Skills Program

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ABSTRACT

Past research has shown that there is a complete transfer of cognitive capacity involved in L_1 reading comprehension to the L_2 reading situation and that this capacity appears to be completely independent of specific language skills (Thonis, 1982; de Beaugrande, 1984). It is thus rather surprising that in most non-English speaking countries these findings are not applied to the teaching of L_2 in schools (Mohan & Au Yeung Lo, 1985). It is the purpose of this article to suggest an L_1-L_2 integrated program of study skills which is in line with the principle of the transfer of learning. In order to delineate such a program, I will first discuss the various components that make up the L_1 syllabus: reading strategies, language universal reading skills and language specifoc reading skills. The issue of transferability will be explained in order to emphasize the major and beneficial role that L_1 study skills can and should play in the L_2 syllabus. Guidelines for coordination between the two syllabuses, as they apply to the various grade levels, will follow. Implications of the implementation of this program of study skills for the teaching of reading in the content areas will conclude this discussion.

In this article I will address the issue of the role of L_1 study skills in the L_2 syllabus. Past research has shown global language capacity (Thonis, 1982), otherwise referred to as Cognitive Academic Learning Potential (CALP, Cummins, 1980), to underlie specific visible language needed in a learning situation. Many academic tasks which demand verbal reasoning, including reading, are based on this capacity and may be independent of specific language skills (de Beaugrande, 1984). This idea is consistent with the principle of the transfer of learning according to which such transfer takes place when there are elements and skills in the new task similar to those previously acquired (Brown, 1982). In line with this principle, the extent to which decoding skills transfer from one system to another depends upon the similarity between the two systems (Thonis, 1982; see also de Beaugrande, 1984).

Awareness of the rule-governed manner, by which reading decoding skills are applied, transfers by generalization and is therefore less influenced by similarities or differences between languages (Thonis, 1982). Inasmuch as mental demands involved in reading comprehension are concerned, there is a complete transfer of the cognitive function to the new language (Goodman, 1983; Coady, 1979; Cummins, 1981; Hudson, 1982; Thonis, 1982; Benedetto, 1984; de Beaugrande, 1984, Baten and Cornu, 1984; Mohan, 1985; Sarig, 1985; Block, 1986).

Given the state of the art described above, it is rather surprising that in most non-English speaking countries these findings are not duly acknowledged, nor are they applied in the

teaching of L_2 in schools (Mohan and Au Yeung Lo, 1985). Moreover, the prevalent practice in many of these countries is to completely dissociate the L_2 syllabus from the L_1 study skills program.

In this article I would like to propose that though autonomous, an L_2 syllabus should be structured as both a reflection and an extension of the L_1 study skills program and that these two syllabuses should together constitute a well-integrated program of study skills designed for the full range of grades.

In order to delineate such a program, I will first review the scope and nature of the L_1 study skills syllabus. I will then address the issue of the transferability of study skills from one linguistic system to another, thus laying the grounds for the L_2 syllabus proposed. The delineation of the integrated program of L_1 and L_2 study skills for the full range of grades will conclude this discussion.

The Scope and Nature of the L_1 Study Skills Syllabus

L_1 literacy programs have usually consisted of reading skills and reading strategies listed indiscriminately. It should be noted, however, that the boundaries between skills and strategies are not always perfectly clear-cut and, more often than not they have been used interchangeably by curriculum designers and investigators. In order to avoid confusion I will try to define these terms as distinctly as possible. I will then exercise a certain amount of liberty, and assign to my list of "strategies" items referred to by others as "skills", and visa-versa. This is the result of two unavoidable phenomena: (1) a considerable amount of overlapping exists between skills and strategies, and (2) each

skill or strategy in any syllabus (L_1, L_2 and integrated) is context-dependent as well as relative and therefore cannot be defined in absolute terms.

L_1 Study Skills Syllabus

The L_1 study skills syllabus proposed here can be classified for the purpose of curriculum design into three main categories:

I. Reading strategies (i.e., learning strategies applicable to reading)

II. Universal (Reading) Skills

III. Language Specific (Reading) Skills

In the next section of the paper I will elaborate on each of these categories.

I. Reading Strategies (i.e., learning strategies applicable to reading)

Reading strategies are those mental processes that learners consciously choose in order to accomplish reading tasks (Cohen, 1987; see alo Duffy and Roehler, 1987). The basic classification scheme of learning strategies applicable to reading proposed by Brown (1982) and adapted by Wittrock in his generative model of reading comprehension (1983) outlines metcognitive, cognitive and socioaffective strategies found efficacious for text processing and therefore for reading comprehension. The metacognitive strategies found in this list include the following: advance organizers, self-management, functional planning and self-evaluation. The cognitive strategies in the same list include: repetition, translation, grouping, keywords, contextualization, elaboration, transfer and inferencing. The

socioaffective strategies listed include: cooperation and questions for clarification.

In an in-depth study carried out by Sarig (1985), reading strategies were identified and classified along somewhat different organizational principles. The first group of strategies on her list is that of "Technical Aid Moves" which is non-existent as such in Wittrock's list of strategies given above. These include differential markings for different purposes, glossary use, skimming, scanning, and note-taking, breaking/expanding the decoding unit, etc. Sarig's "Clarification and Simplification Moves" and "Coherence Detecting Moves" are mentioned in part, in the outline above, under different headings. The last category on the list of reading strategies proposed by Sarig, "Monitoring Moves" seems to be an elaborated version of the metacognitive strategies in Wittrock's list.

Another group of learning strategies applicable to reading, called "Habits and Attitudes" (proposed by Thonis, 1982), is non-existent in either of the classification systems described above. Under this heading Thonis includes attention, listening skills, concentration, persistence and task-completion, as well as the general feeling of self-esteem which she ascribes to being literate, feeling capable, possessing specific competences, achieving, etc.

A more recent attempt at classifying learning strategies applicable to reading was undertaken by Block (1986). Block conceives of two major types of strategies (categorized according to level): general comprehension strategies (subdivided into

comprehension gathering strategies and comprehension monitoring strategies), and local linguistic strategies.

Notwithstanding this seemingly confusing plurality of classification systems, several common trends can be identified and an underlying consensus inferred. My adaptation of these common trends together with the identification of some unique categories appropriate for the integrated syllabus of L_1-L_2 study skills constitute the conceptual skeleton upon which rests the integrated study skills program proposed in this study

II. Universal Reading Skills

Universal reading skills are those abilities consciously or subconsciously employed by readers to accomplish a reading task.

In a recent attempt to clearly differentiate between reading strategies and reading skills Duffy and Roehler (1987) argue that:

> ...strategies are plans readers use flexibly and adaptively depending upon the situation. Skills, in contrast, are procedures readers over learn through repetition so that speed and accuracy are assured every time the response is called for (p. 415).

Since the general abilities referred to as skills are used universally by literates of most languages, their universality is more than implied. De Deaugrande (1984) conceived of these universal skills in terms of what he called "a meta-model of print processing." This meta-model can be decomposed into the following sub-categories:

A. Sensory-Motor Skills

1. Visual Skills: eye-hand coordination, fine muscle control, visual attention to detail, figure-ground awareness, visual perception, visual discrimination, visual memory, visual sequencing.
2. Auditory Skills: figure-ground awareness, auditory perception, auditory memory, auditory sequencing.
3. Directional Oganization: top to bottom orientation, lateral orientation, spatial integration (adapted from Nuttal, 1982, and Thonis, 1982).

B. Cognitive Skills

On the basis of a fairly wide consensus, Rosenshine (1980) proposes three groups of cognitive-universal reading skills:

1. Locating details (Nuttal's, 1983, "Word Attack Skills"): Structural morophological information, recognition, paraphrase and matching.
2. Simple inferential skills at the sentence level (Nuttal's "Text Attack Skills"): the ability to draw inferences after reading short segments of text, detecting underlying words in context, recognizing sequences of events, recognizing cause and effect relationship, comparison and contrast.
3. Common inferential skills at the discourse level (also Nuttal's "Text Attack Skills"): the ability to draw inferences after reading longer segments and passages, recognizing main ideas, drawing conclusions, predicting outcomes, etc.

In addition to these categories, for which he found a wide consensus, Rosenshine (1980) identified yet another, which he labelled "Unique Comprehension Skills." The skills in this

category were listed in only some of the sources reviewed and included: distinguishing fact from opinion, determining the author's purpose, etc. Another major category suggested by Rosenshine was labelled by him "Comprehension Subskills". These included, among other items: clues provided by tone, setting, mode, summary clues, synonymy and autonymy clues, etc.

III. Language Specific Reading Skills

The language specific reading skills, referred to by de Beaugrande as "processing specialists," are differentiated from the meta-model of universal reading skills already existing in native language routines execrcised during text processing. The mapping of the universal reading skills described above into each specific language is dictated by the grammatical and discoursal structures of that language. During text comprehension in the target language these language-specific-reading-skills/foreign-lanuage-processing-specialists interact with the existing meta-model previously acquired in the native tongue. It is the degree of similarity between the two languages which dictates the size of this specialists' package (de Beaugrande, 1984).

In order to understand the relationship of language specific reading skills on one hand, and universal reading skills on the other, let us examine one example: Under the universal category "word attack skills" (see above, p. 12, B-1) "morphological structural information" is listed as one of its sub-skills. For readers of most languages the mastery of this skill spells out the ability to use syntactic and word class rules to facilitate inferencing about the meaning of unfamiliar lexical items. The mapping of this universal reading skill into the EFL language

specific reading skill involves the following "processing specialists":

a. English rules of Word Order: The subject of the sentence (topic), which is usually in an initial position in the sentence, is followed by a verb which is probably commenting about the topic, thus constituting the predicate of the sentence.

b. English Redundaancy Rules: Since the word in question ends in "tion", a suffix which characterizes English nouns, the rule of redundancy further reinforces the supposition initially based on English rules of word order i.e., that the unfamiliar word found in an initial position in the sentence is a NP.

This example demonstrates a rather obvious conclusion - that the English (L_1) rules of word order will appear in the L_1 syllabus under "Language Specific Reading Skills" thus constituting one realization of the universal category "Word Attack Skills". This category, it should be noted, may well have a different language specific realization in the L_2 syllabus.

Transfer of L_1 Reading Strategies and Skills and the L_2 Syllabus

By the time students in most non-English speaking countries start learning L_2 within the formal educational system (4th-5th grade) they have (hopefully) acquired most of the study skills mentioned above. Given this fact, the pertinent question with which the syllabus designer must then contend is: To what extent can students benefit from the literacy they have already acquired in L_1? In other words, to what extent can the L_2 system assume transferability of L_1 study skills?

In order to address this issue the discussion of this section will evolve around two main questions: (1) Are L_1 strategies and skills transferable? (2) Is there a linguistic threshold for transferability?

The first of these questions has been answered in the affirmative: learning strategies applicable to reading are transferable (Cummins, 1980; Thonis, 1982; de Beaugrande, 1984; Baten and Cornu, 1984; Sarig, 1985; Spack, 1986); and as to the second, there is no linguistic threshold to their transfer.

In theory learning strategies can be transferred right from the beginning of foreign language instruction, to the same extent that they are used in the mother tongue at that stage (assuming that formal foreign language instruction starts 4-5 years after the beginning of schooling). Yet very few strategies are, in fact, transferred in the first stages of foreign language instruction, primarily because of the nature of the learning tasks required of students in the earliest stages of L_2 acquisition. The length and complexity of the texts along with the types of exercises and drills employed in the first stages of language acquisition as portrayed in most EFL textbooks draw on some rather basic cognitive strategies such as repetition, recombination, elaboration, contextualization and transfer. Thus, although learning strategies are theoretically transferable, in practice the extent of transference from L_1 to L_2 depends on the progress made by the learner in the target language.

Language Specific Reading Skills and the Realization of Universal Reading Skills

The psycholinguistic recognition of a univerasl skill as such can occur only after a comparable group of reading skills has been acquired within the linguistic system of the target language. As they progress in the L_2 program of instruction students can come to grips with universals in the foreign language to the extent that they can generalize on a growing number of subskills, and thus conceive of the macro-strategy of the principles underlying the subskills processed. At this point in the syllabus they are able to read and understand more and better. In other words, from this threshold on, transfer of universal reading skills is actually occuring.

It should be noted, however, that both the lingusitc threshold in the traget language and the mental effort needed for the transfer of universal reading skills from L_1 to L_2 (and vice-versa) may vary from skill to skill and from strategy to strategy.

Therefore, it is hereby recommended that the coordination between the syllabuses of study skills L_1 and L_2 be worked out by a joint team of reading specialists in both languages in order to ascertain the macro-strategies which should underlie the lists of language-specific reading skills of each of the languages in question. The implementation of these will undoubtedly promote what Cummins (1980, 1981) labelled Common Underlying Proficiency (CUP).

The Underlying Principle of the Integrated Program Proposed

Now that the question of the transferability of study skills from L_1 to L_2 has been considerably clarified, the ground has been laid for the delineation of the proposed integrative program of

study skills. This program consists of two autonomous yet well-integrated syllabuses of study skills - one taught in the mother tongue and the other in the target language (see Figure 1).

In the lower grades, when formal instruction is carried out only in the mother tongue, mechanical reading and L_1 language specific reading skills acquired. At this stage, (universal) learning strategies applicable to reading should be introduced along with other learning strategies and drilled in the context of relatively simple texts of general interest (see Figure 2, a). Such strategies are, for example, transfer (using previously acquired linguistic and/or conceptual knowledge to facilitate a new language learning task), and inferencing (using available information to guess meanings of new items).

In the early middle grades, formal instruction in L_1 is continued by further use and drilling of more advanced study skills (language specific reading skills, learning strategies applicable to reading and universal reading skills). At the same time, formal instruction in L_2 is introduced to literate, cognitively developed children who have been within the school system for four to five years. Right from the beginning, along with pupils' first efforts at print processing and the acquisition of mechanical reading, language specific reading skills are introduced. At this stage pupils are already able to conceive of some basic universal reading skills that they have already used in the processing of each of the linguistic systems. The reading skills which are universal and workable for both systems may then

be transferred consciously from one language to another (see Figure 2, b).

Basic learning strategies applicable to reading are readily transferable from one language of instruction to another from the earliest stages of foreign language acquisition. As the texts processed grow in length and complexity (in the middle grades) so too does the potential for the implementation of more sophisticated strategies. By the time students reach the upper grades of high school, when they have to process long and complex texts in the target language, and of course in the mother tongue as well, language specific skills are no longer consciously activated: both universal reading skills and learning strategies applicable to reading move from language to language, in both directions, freely and almost automatically. A greater effort must of course be invested in the processing of text in the target language where strategic assistance can be made up for inadequate linguistic, textual or pragmatic knowledge (see Figure 2, c).

The implementation of an integrative program of study skills of the kind suggested will have mutual and ever-enriching effects on both languages of instruction. In addition it will obviously constitute an indispenable foundation for the second part of the integrative program, one which will take the study skills acquired far and beyond the language arts and foreign language classes into the diversified world of reading in the content areas.

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Figure 1:

AN INTEGRATED PROGRAM OF L_1 L_2 STUDY SKILLS

READING STRATEGIES*	SYLLABUS NO. 1 TAUGHT IN L_1 (HEBREW)		SYLLABUS NO. 2 TAUGHT IN L2 (ENGLISH)	READING STRATEGIES*
	LANGUAGE SPECIFIC READING SKILLS ←	UNIVERSAL READING SKILLS (underlying both syllabuses)	→ LANGUAGE SPECIFIC READING SKILLS	
		I. SENSO-MOTOR SKILLS		
	Forms of letters (printed; cursive): e.g., /ל/,/ג/;/ﻉ/ Morphologically motivated groups of consonants: e.g., /hit/-/התי/ Vowels and other diacritic signs: e.g., patah, dagesh, mappiq	Visual Skills: Eye-hand coordination Eye muscle control Visual discrimination Visual memory Visual sequencing	Forms of letters (printed; cursive): e.g., a/,/b/;/ℱ/ Consonants and vowels: e.g., s, b, m; a, i, u Morpheme structure and other compound clusters: e.g., /dis/;/str/ Vowel clusters:	
	Integration: consonant-vowel sequences: e.g., /sir/-/סיר/	Auditory Skills: Figure-sound awareness Auditory perception Auditory memory Auditory discrimination Auditory sequencing	Inductive syllable generalization: e.g., /tion/-/shn/	
	Spelling-to-sound relationship: e.g., /ge/-/גֶ/;/ba/-/בַ/ Pronouncing graphemic base units: e.g., /gar/-/גַר/;/sar/-/סַר/		Spelling to sound relationship: e.g., /gh/-/f/;/alk/-/ɔk/ Pronouncing graphemic base units: e.g., /sell/,/her/,/fur/	
	Consonants: regular, e.g., /צ/,/ס/; in final position, e.g., /ץ/,/ס/ Vowels (diacritic signs): e.g.,/ֶ/,/ַ/,/ֹ/ Position: below, e.g., /ִ/ above, e.g., /ֹ/ within, e.g., /ו/ Punctuation: endmarkers; commas, semi-colons etc.	Spatial Skills: Directional organization Top to bottom orientation Lateral orientation Spatial integration	Capitalization: lower/upper case e.g., /a/-/A/ Vowels (letters): Position: between consonants Punctuation: endmarkers; commas, semi-colons etc. Italics	
		II. COGNITIVE SKILLS		
	Derivational & inflexional affixes denoting syntactical and lexical categories: Verb: "binyan" patterns: e.g., /hiCCiC/-/hif'il/-/הכניס/ Noun: "mishkal" pattern: e.g., /miCCaC//misdar/-/מסדר/ Lexical suffixes denoting: Nouns: e.g., /ngadot/-/נגדות/ Adjectives: e.g.,/klali/-/כללי/	Word Attack Skills Structure sentence elements & word form classes Parts of speech: Syntactic and lexical categories Syntactic and semantic restrictions	Derivational and inflexional affixes denoting syntactical and lexical categories: Verb: e.g., /ed/-past tense form Noun: e.g., /tion/-abstract nouns Adverb: e.g., /ly/-adverbs	
	Derivational morphemes: Root: e.g., s-l-r-ס-ל-ר Noun & verb patterns:(see square above) Derivational affixes: Prefixes: e.g., /do/-/דו/ Suffixes: e.g., /on/-/ון/ Compounding (restricted to nouns): e.g., /beit-sefer/-/בית-ספר/	Word Formation and Compounding	Derivational morphemes: Stems: origin of lexical stems and their peculiar properties Affixes: rich array of latinate affixes Verbs and nouns: Prefixes: e.g., /in/,/un/ Suffixes: e.g., /ize/,/ness/ Across the board compounding: e.g., into (prep./prep.) taperecorder (noun/noun) Phrasal verbs: e.g., look over, go on	

MOVES 1 — MOVES 2 — MOVES 3 — MOVES 0

LOCAL PROCESSING — TECHNICAL-AID — SOCIO-AFFECTIVE — META-COGNITIVE

L_1-L_2 STUDY SKILLS PROGRAM

META-COGNITIVE
SOCIO-AFFECTIVE
TECHNICAL-AID
COGNITIVE MOVES[4]
LOCAL PROCESSING
GLOBAL PROCESSING MOVES[5]

Nouns: Number, e.g., /yeled-yeladim/ ילד-ילדים Gender: e.g., /sefer-sifrah/ סֵפֶר-סִפְרָה Case: e.g., /Yerushalayimah/ יְרוּשָׁלַיְמָה Verbs: Tense agreement in number, gender, person with the subject: e.g., /ha-melekh halah/ הַמֶּלֶךְ הָלַךְ Adjectives: Agreement in number, definiteness and gender with head noun: e.g., /ha-yeled ha-shovav shatah/ הַיֶּלֶד הַשּׁוֹבָב שָׁתָה Case-inflected pronouns: e.g., /mimeni/ מִמֶּנִּי; /itkha/ אִתָּךְ	Words and Their Inflections	Nouns: plural /s/ genitive /s/ Verbs: 3rd person /s/ past tense /ed/ past participle /en/ present participle /ing/ Adjectives: comparative /er/ superlative /est/ Pronouns: personal reflexive possessive
Words from the ancient periods of classical Hebrew: e.g., lalekhet shevee*/ לָלֶכֶת שְׁבִי/ Opaque roots: e.g., נ.צ.ח /נצח/	What Makes Words Difficult: Idioms Words with several meanings Homonyms Lexical innovations Technical vocabulary Professional jargon Archaisms	Lexical items of latinate origin: e.g., salacious, inebriated
	TEXT ATTACK SKILLS	
Major word order: s/v/o The category of predication including verbless sentences Subjectless construction: Impersonals: e.g., /ham li/ חַם לִי Copulative: e.g., /yesh/ יֵשׁ Coordination and Subordination Archaic sentence construction: e.g., /v/s/o Subject-verb concord: e.g., /hem halkhu/ הֵם הָלְכוּ Syntactical-semantic functions of "binianim": e.g., reflexivity:/hitlabesh/ הִתְלַבֵּשׁ	Understanding Sentence Syntax	Word order: s/v/o No subjectless construction No verbless construction Types of subordiante construction Verb structure: e.g., Tense: He smoked Aspect: I have decided Mood: If I were you I wouldn't do it Auxilliary structure: e.g., should have been coming Voice: e.g., It was hidden (passive) "If" and "There" constructions
Analogical discourse: Recognizing functional value of sentences Interpreting rhetorical organization Recognizing the presuppositions underlying the text (cultural pragmatics)	Discourse: Simple inferentional skills: Understanding words in context Recognizing: Sequence of events Cause & effect relationship Difference between fact and opinion Complex inferentional skills: Recognizing main idea Drawing conclusions Predicting outcomes	Digital discourse (restricted to American English) Recognizing functional value of sentences Interpreting rhetorical organization Recognizing the presuppositions underlying the text (cultural pragmatics)
	III. META-COGNITIVE SKILLS	
Meta-discourse markers: overt/covert	Meta-Discourse	Meta-discourse markers: overt/ covert

MOVES[6]
MOVES[3]
MOVES[2]
MOVES[1]
COGNITIVE MOVES[4]
GLOBAL PROCESSING MOVES[5]

READING STRATEGIES: Learning Strategies Applicable to Reading

1. META-COGNITIVE MOVES
   - Advance organizers
   - Functional planning
   - Conscious change of planning
   - Controlled conscious hold-moves
   - Identification of misunderstanding and incompatability
   - Correct behavior (in the event of error)
   - Self-management
   - Self-evaluation

2. SOCIO-AFFECTIVE MOVES
   - Cooperation
   - Questions for clarification

3. TECHNICAL-AID MOVES
   - Differential markings for different purposes
   - Marking key elements in the text
   - Using the glossary
   - Skimming
   - Scanning
   - Note-taking
   - Breaking/Expanding the decoding unit
   - Using captions

4. COGNITVE MOVES

   5. GLOBAL PROCESSING MOVES
      - Content anticipation
      - Recognition of text structure:
      - Macro- and Micro-Integration of Information
      - Question information in the text
      - Use of central knowledge or association

   6. LOCAL PROCESSING MOVES
      - Repetition
      - Auditory reproduction
      - Paraphrase
      - Contextualization
      - Elaboration
      - Recombination
      - Translation
      - Transfer
      - Deduction
      - Induction
      - Inferencing

READING STRATEGIES: Learning Strategies Applicable to Reading

1. META-COGNITIVE MOVES
   - Advance organizers
   - Functional planning
   - Conscious change of planning
   - Controlled conscious hold-moves
   - Identification of misunderstanding and incompatability
   - Correct behavior (in the event of error)
   - Self-management
   - Self-evaluation

2. SOCIO-AFFECTIVE MOVES
   - Cooperation
   - Questions for clarification

3. TECHNICAL-AID MOVES
   - Differential markings for different purposes
   - Marking key elements in the text
   - Using the glossary
   - Skimming
   - Scanning
   - Note-taking
   - Breaking/Expanding the decoding unit
   - Using captions

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